



GRADE

4

Instructional Materials

for the

CRITERION REFERENCED TEST

Nevada

Grade 4

READING

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Dear Educators,

The following materials, developed as a collaborative effort between the Nevada Department of Education and WestEd, a nonprofit research, development, and service agency, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text

The purpose of reading must be taught to students. The state criterion-referenced tests include two types of reading passages: literary and expository.

By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills apply to core classes such as math, science, and social studies.

Vocabulary Knowledge

The Nevada Department of Education believes that students are not thoroughly being taught the content vocabulary of the Nevada Reading Content Standards. Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state assessment as well as classroom and district assessments. For example, grade appropriate vocabulary such as: character traits, author's purpose, organizational structure, and analysis are terms used in the assessments.

Types of Questions

The reading assessment includes two basic types of questions—multiple-choice items for all grades (3 through 8 and high school) and constructed-response items for grades 4 through 8. To help prepare students for constructed-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With the use of these materials, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the constructed-response questions completely. Familiarity with the tools provided as part of the assessment and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom

throughout the school year. As you assign constructed-response questions, students can use these tools as they develop their responses.)

The types of questions included in these instructional materials (and in the state assessments) allow for the assessment of different levels of cognitive complexity. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and reread the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify, write, and use different levels of questioning skills as they read can only lead to improved comprehension and achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of complexity, but can begin to formulate them as well.

Depth of Knowledge (DOK) Levels - In addition to measuring a broad spectrum of reading content domains, the Nevada Proficiency Examination Program includes questions to assess three Depth of Knowledge levels. These DOK levels are based on descriptions developed by Dr. Norman Webb and adapted for Nevada's reading assessments. The following are the three DOK levels used on Nevada's reading assessments:

DOK Level 1: Recall - Level 1 requires the recall of facts or use of basic skills. A level 1 item consists of literal recall from text, paraphrasing, or simple understanding of a single word or phrase. A level 1 item may require a simple connection between sentences, which may be considered a very basic inference.

DOK Level 2: Use of Concepts and Skills - Level 2 requires comprehension and mental processing of text or portions of text. A level 2 item includes the engagement of some mental processing beyond recalling or reproducing a response. A level 2 item requires the application of skills and concepts. Some important concepts are covered but not in a deeply complex way.

DOK Level 3: Strategic Thinking and Problem Solving - Level 3 requires abstract reasoning, critical thinking, and/or the application of abstract concepts to new situations.

Length of Passages

WestEd constructs the assessment forms and includes a range of passage lengths as described below. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Students should be made aware of the length of the assessment at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the assessment when they encounter one of the longer passages.

We hope that interaction with these instructional materials will lead to lowered anxiety and better understanding of the assessment that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Darrin Hardman (grades 3 – 5) at dhardman@doe.nv.gov; Joanne Jones (grades 6 – 8) at jjones@doe.nv.gov; or Beverly Mudd (high school) at bmudd@doe.nv.gov.

Thank you,

Cindy Sharp
K – 12 CRT/HSPE Consultant
Nevada Department of Education

Name: _____

Reading Grade 4

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

Read and think about the questions from the checklist below to help you do a good job when you are answering the written-response questions.

4th Grade Written-Response Checklist

Did I think about each question I read?	_____	_____
	Yes	No
Did I use the words in bold print in the question to help me write my answer?	_____	_____
	Yes	No
Did I go back to the reading passage to help complete my answer?	_____	_____
	Yes	No
Did I use details to complete my answer?	_____	_____
	Yes	No
Did I complete all parts of the question?	_____	_____
	Yes	No
Did I write my answer so other people can understand it?	_____	_____
	Yes	No

Sometimes looking for something is as good as finding it, as this passage shows. Read the passage. Then answer questions 1 through 7.

Bumpo Loses His Nose

by Marilyn Kratz

- 1 Bumpo the clown reached into a drawer for his big red rubber nose, but it wasn't there. He quickly searched the dressing room, but he couldn't find the funny red nose anywhere.

Just then he heard the circus band beginning to play.

"The parade is starting!" he cried, running to the big tent. The other clowns were already tumbling along in the colorful parade of acrobats, lion tamers, elephants, and other performers and animals, all dressed in their sparkling bright costumes.

Bumpo ran up to the clowns. "Has anyone seen my big red nose?" he shouted, pointing to his own little white nose.

- 5 But the clowns were just getting ready to do their firecracker trick. They couldn't stop to help Bumpo.

"Maybe one of those pesky monkeys took it," said Bumpo, running at full speed to the monkey cage at one side of the big tent.

The monkeys jumped about and chattered as Bumpo ran around their cage, searching for his nose. Suddenly, one of the monkeys grabbed Bumpo's fancy hat. The monkey put the hat on his head and danced merrily about.

"I can get along without my hat," Bumpo decided. "But I must find that nose." He ran to the side ring to search in the bucket of balls used in the seals' act.

But Bumpo was running so fast he couldn't stop. He tipped over the bucket of balls. They rolled about, tripping Bumpo every time he tried to stand up.

- 10 Luckily, the elephants were passing by. Raja, the biggest and friendliest elephant, reached over with his trunk and picked up Bumpo. Raja lifted Bumpo high in the air and then set him down gently—right in the middle of a cart filled with yipping dogs!

Bumpo jumped out of the cart. The startled dogs jumped out, too. They chased Bumpo around the center ring.



“Come back here with my dogs!” screamed the dog trainer, chasing after them.

Bumpo turned to shout, “I’m just trying to find my nose!” The toe of his raggedy shoe caught on the tightrope walker’s pole, which was lying on the ground. Bumpo stumbled. He let himself tumble smoothly into a somersault and landed with his head poking through a paper-covered hoop used in the dog act.

“I just wanted to find my big red rubber nose,” Bumpo moaned. He sat there in the middle of the center ring with his head in his hands.

15 At that moment Mr. Higgins, the ringmaster, ran up to Bumpo. “That’s the best act you’ve ever done!” he shouted.

“Act?” said Bumpo. “What act?”

“The ‘looking for your nose’ act,” said Mr. Higgins. “Just listen to the boys and girls.”

Bumpo looked up. The children were all laughing and cheering and clapping for him.

Bumpo stood up and took a bow. As he did, his big red rubber nose popped out of his pocket and rolled across the circus ring. The children laughed harder than ever.

20 Bumpo picked up the big red rubber nose and stuck it to his face. Then he laughed and said, “I’m going to lose this nose every day!”

“Bumpo Loses His Nose” by Marilyn Kratz. Copyright © Highlights for Children, Inc., Columbus, Ohio. *Clown* © WestEd.

Answer the following questions about the passage “Bumpo Loses His Nose.”

1 Why do the other clowns **not** help Bumpo?

- A They are bothered by him.
- B They think that he is trying to be funny.
- C They are about to do a trick.
- D They have to get the dogs ready for the show.

2 In paragraph 14, why does Bumpo put his head in his hands?

- A He is upset.
- B He feels relief.
- C He is ashamed.
- D He feels thankful.

3 Which event is part of the resolution of the passage?

- A The children laugh harder than ever at Bumpo.
- B Mr. Higgins runs up to Bumpo in the center ring.
- C The dogs jump out of the cart and chase Bumpo.
- D Bumpo holds his head in his hands in the center ring.

4 Why does Bumpo say he is going to lose his nose every day?

- A He made a lot of friends as he searched for his nose.
- B People thought his search for his nose was very funny.
- C The monkeys will probably always want to trick him by stealing his nose.
- D He thinks it will always be hard for him to remember where he put his nose.

5 Which **best** describes the main problem in the passage?

- A Bumpo loses something that he thinks he needs.
- B Bumpo cannot get anyone to help him search for something.
- C Bumpo forgets that he needs something important in order to do his act.
- D Bumpo is tricked by other clowns into searching for something that is not lost.

6 What is this passage **mainly** about?

- A a clown who wants to make a ringmaster happy
- B a clown who forgets how to make children laugh
- C a clown who has problems with the animals in a circus
- D a clown who does something funny without meaning to

Write your answer to Question 7 on a separate piece of paper.

7

Explain whether or not you think Bumpo's "looking for your nose" act will be as funny the second time he does it and why. Use details from the passage to support your response.



What is it like in the deepest place on Earth? This passage explains. Read the passage. Then answer questions 8 through 14.

The Deepest Place on Earth

- 1 You may know that the highest place on Earth is the top of a mountain named Mt. Everest, but do you know what the deepest place on Earth is? It is a very unusual place called the Mariana Trench.

The Mariana Trench is located in the Pacific Ocean, south of Japan. It is named the Mariana Trench because it is near the Mariana Islands.

The Mariana Trench is like an enormous ditch at the bottom of the ocean. The trench is over 1,500 miles long, and some parts of the trench are 40 miles wide. If you could dive to the bottom of the trench, you would be over 35,000 feet deep. That is almost seven miles below the surface of the ocean!

In fact, the Mariana Trench is so big and deep that Mt. Everest could fit inside the trench. And if Mt. Everest were inside the trench, there would still be about 7,000 feet of water between the top of the mountain and the surface of the ocean.

- 5 The water in the trench is so cold it is almost freezing. Some areas in the trench are very hot, though. These areas are called **hydrothermal vents**. The vents are openings in the earth through which very hot water shoots up through the ocean floor like smoke from a chimney. The water from the vents is so hot that in some places it is over 500°F (that is 300°C)!

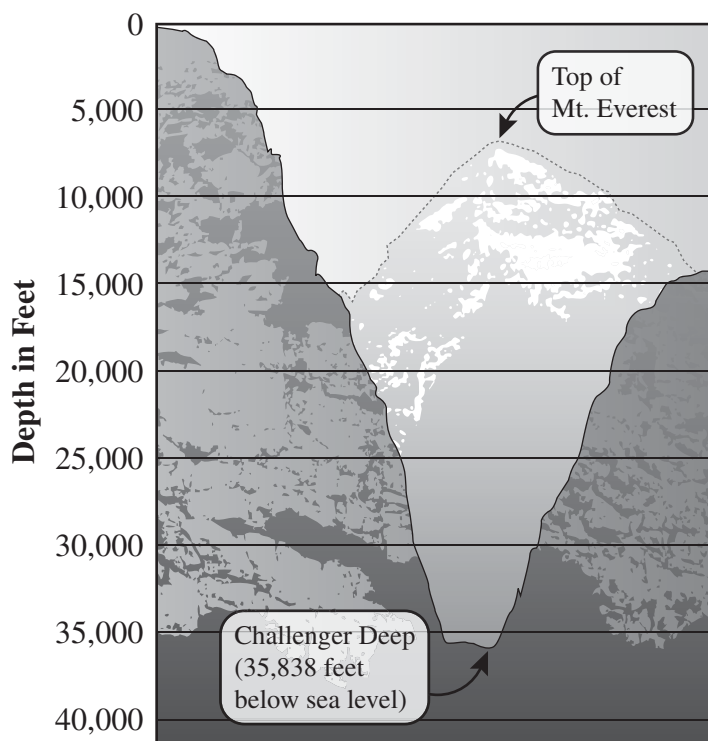
So can anything live in this very deep place where the water is either very cold or very hot? Let's take a closer look.

Life at the Bottom

In the Mariana Trench there is no sunlight because the sun's rays cannot reach so far down into the water. Without light, no plants can grow in the trench.

There are some unusual animals that live here, though. These are animals that depend on senses other than sight to help them move around and find food. There are special types of crabs, clams, shrimps, and worms that live near the vents. Some of these animals can even produce light with a part of their body. One of these animals is the deep sea anglerfish. This fish is only about

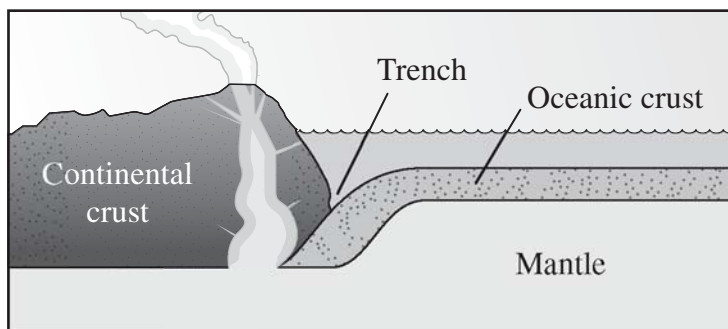
**Depth of the Mariana Trench
Compared to the
Height of Mt. Everest**



5 inches long, but it is very scary-looking. It has a large mouth with very long sharp teeth. It cannot swim fast, but that is not a problem because the anglerfish has a body part called a **photophore**. The photophore sticks out from the head of the anglerfish and hangs over its mouth. It is a very special body part because it produces a blue-green light. When the anglerfish waves the light back and forth in the dark water, other fish come over for a look. When a fish comes too close, the anglerfish opens its huge mouth and captures its food!

There is a lot going on in the Mariana Trench. It is very dangerous, though, for human divers to study the trench. So there is still much to be learned about the deepest place on Earth.

Why is the Mariana Trench so deep?



The earth's surface is really made up of huge plates of thin crusts. These crusts float on the superheated, or *molten*, rock of the earth's mantle. Sometimes, the crusts crash into each other, like when the Mariana Trench was formed. The oceanic crust is heavier than the continental crust, so it was pushed below, creating the trench.

"The Deepest Place on Earth." © 2009 WestEd. Images © WestEd.

Answer the following questions about the passage “The Deepest Place on Earth.”

8 What does the information in paragraph 4 help the reader to do?

- A realize how cold the trench is
- B picture how dark the trench is
- C know the location of the trench
- D understand the size of the trench

9 In the chart, Mt. Everest is shown with a dotted line because

- A it is not really there.
- B it is under the water.
- C it is in front of the trench.
- D it is so far that it cannot be seen.

10 An anglerfish uses its photophore to

- A scare other fish.
- B catch other fish.
- C find its way in the dark.
- D move quickly on the ocean floor.

11 Which of these **best** describes the main idea of the passage?

- A The ocean water can be very hot near vents.
- B The water of the Mariana Trench is both hot and cold.
- C The Mariana Trench is an interesting part of the ocean.
- D The creatures that live in the deep ocean are quite tiny.

12 Which sentence from the passage contains a simile?

- A “The Mariana Trench is located in the Pacific Ocean, south of Japan.”
- B “It is named the Mariana Trench because it is near the Mariana Islands.”
- C “The vents are openings in the earth through which very hot water shoots up through the ocean floor like smoke from a chimney.”
- D “Sometimes, the crusts crash into each other, like when the Mariana Trench was formed.”

13 Read the sentence below from the passage.

These are animals that depend on senses other than sight to help them move around and find food.

Which meaning of the word sight is used in the sentence?

- A the power to see
- B something worth seeing
- C something that is silly to see
- D the distance a person can see

Write your answer to Question 14 on a separate piece of paper.

14

The author includes the chart called “Depth of the Mariana Trench Compared to the Height of Mt. Everest” to help the reader better understand the passage.

Explain whether you believe the chart helps the reader understand the passage better and why.

Use details from the chart and the passage to support your response.



15 Knowing the meaning of the suffix *-ment* helps the reader to know that the word development means

- A able to develop.
- B one who develops.
- C becoming developed.
- D in a state of being developed.

16 Read the sentence below.

I was present when the mayor came to my school.

Which meaning of the homograph present is used in the sentence?

- A a gift
- B being in a place
- C to give
- D at the current time

17 Knowing the meaning of the prefix *mis-* helps the reader to know that the word misdirect means to

- A direct quickly.
- B want to direct.
- C forget to direct.
- D direct wrongly.

18 Which sentence uses the underlined word correctly?

- A We past the park on the way home.
- B Maya lead the soccer team to a win.
- C Jake knew that he guest at the answer.
- D I always like the cool weather in the fall.

19 Knowing the meaning of the prefix *re-* helps the reader to know that the word restack means

- A to not stack.
- B to stack again.
- C to stack carefully.
- D to have many stacks.

20 Which pair of words is an example of homophones?

- A piece, peace
- B lame, game
- C port, sport
- D scale, scold

21 Knowing the meaning of the suffix *-ly* helps the reader to know that the word gratefully means

- A in a grateful way.
- B becoming grateful.
- C a person who is grateful.
- D the study of being grateful.

22 Read the sentence below.

I like the pleasant weather in the spring.

Which meaning of the homograph spring is used in the sentence?

- A to rise
- B to leap
- C a season of the year
- D water from the ground

Sometimes people write stories to try to explain how something came to be. This passage is one such story. Read the passage. Then answer questions 23 through 28.

Why the Sea Is Salt

by Tim Myers

- 1 Hundreds and hundreds of years ago, when ocean water was not salty, a poor old man and woman lived on the Norwegian coast. One day, a dusty old storyteller came to their village. The old couple gave him a meal and a place to stay. In return, he gave them a coffee mill—a little box with a funnel on top, a crank for grinding, and two doors in front where the coffee came out.

“Say, ‘Mill, please grind,’ and it will make whatever you want,” the storyteller said. “To stop it, say ‘Mill, please cease grinding.’”

Soon the old couple were leading a much better life. But they’d always been happy people, and they didn’t need much more.

The young husband and wife next door, though, were greedy people and never satisfied. When they saw the old couple wearing decent clothes and buying good food, they burned with **envy**.

envy: jealousy

- 5 So the young husband sneaked over to the old couple’s window. “Dear wife,” he heard the old man say, “would you like some hot chocolate? Mill, please grind hot chocolate!” To his amazement, the mill began pouring hot chocolate into the cup the old man held.

The neighbor raced back to his wife to tell her about the amazing mill. And as soon as the old couple were gone, they stole the mill from them. Then they bought a horse and carriage and set off down the coast, where no one would know them.

Along the way, the wife said, “Are you really sure this mill will give us anything we want?”

“Of course I’m sure! And I’ll prove it!” the husband cried. “What do you want it to make?”

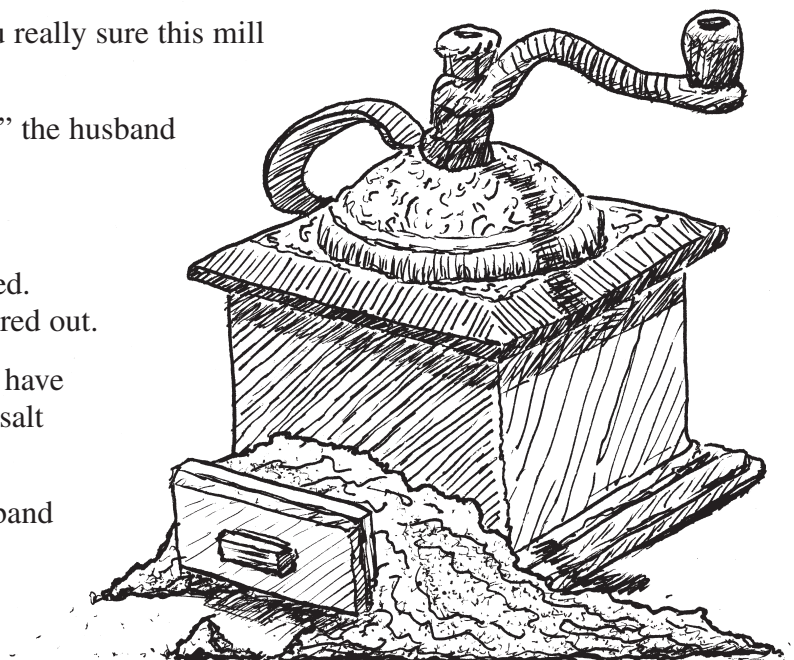
“Oh, I don’t know. Why not salt?”

- 10 “Mill, please grind salt,” he commanded. The little crank began turning and salt poured out.

“It works!” the wife shouted. “We can have anything we want!” But then they noticed salt spilling everywhere.

“Make it stop,” the wife said. The husband paused.

“You mean you don’t know how?” his wife shrieked.



“Mill, please stop grinding!” he commanded. “Mill, please stop grinding salt! Mill, stop grinding! Mill, grind no more! Please, mill!” But the crank kept turning. Soon the carriage began filling with salt. The husband and wife opened the door and kicked it out with their feet. But the salt kept flowing out of the mill.

- 15 Suddenly, they came to a cliff high over the sea. The husband grabbed the mill from his wife’s hands. Then he strode to the cliff edge, pulled out the mill, and hurled it as far as he could out over the water.

The mill went arcing out, spewing veils of salt even as it fell. Then it splashed into the deep water.

And there it’s been, for hundreds and hundreds of years, down among sea boulders and waving grasses, endlessly churning out salt.

And that’s why the sea is salt.

“Why the Sea Is Salt” by Tim Myers. From *FACES* April 2009 issue: *Water*, © 2009 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Used by permission of the publisher. *Coffee Mill* © WestEd.

Answer the following questions about the passage “Why the Sea Is Salt.”

23

Why does the storyteller give the old couple the coffee mill?

- A He feels sorry for them.
- B He wants to see if they are greedy.
- C He thinks they will share it.
- D He wants to thank them for their kindness.

24

Why does the young husband go to the old couple’s window?

- A He wants to learn how to be happier.
- B He wants to ask them about the mill.
- C He wants to borrow something from them.
- D He wants to know why their lives have changed.

25

In paragraph 11, the young wife shouts because she is

- A excited.
- B angry.
- C proud.
- D hurt.

26

What could have prevented the problem that the young couple faces?

- A if the wife had asked for hot chocolate instead of salt
- B if the wife had said she wanted to stay in their village
- C if the husband had tried the mill before bringing it home
- D if the husband had waited to learn how to turn the mill off

27

What is the **main** idea of the passage?

- A A young couple steals a magic mill and learns an important lesson.
- B A young couple has a quarrel with an old couple about a magic mill.
- C A young couple learns the best way to turn the sea to salt with a magic mill.
- D A young couple leads a better life after stealing a magic mill from an old couple.

28

Which meaning of the word leading is used in paragraph 3?

- A causing
- B experiencing
- C guiding
- D commanding

This passage has some good ideas for young gardeners. Read the passage. Then answer questions 29 through 35.

Seed Sowing

by Diane James

Growing your own plants from seeds is extremely satisfying! Sow seeds by scattering them over your planting area and covering them lightly with soil. If you live in a cool climate, sow seeds indoors to give them a head start. Wait until the danger of frost is past before planting the seedlings outdoors. Tender young plants won't survive the cold!

Seed trays

Buy plastic seed trays or make holes in the bottom of empty food containers and egg cartons. You can put your trays on a windowsill indoors, or in a cold frame in the garden. Some trays are sold with protective covers.

Patience!

It may be several weeks before you see the seedlings appear, although some seeds sprout very quickly. Check them daily. Make sure that the soil is moist and the trays are not in direct sunlight. Some seeds need darkness to sprout. If you have put a protective cover over the seeds, take it off when you see the first green seedlings.



Indoors or outdoors?

Some seeds can be sown outdoors. Make sure you prepare their space first. Dig and rake the soil to get rid of lumps and stones and to make a level surface.

Soil for seeds

Use potting soil or a special seed-starting mixture, which you can buy at garden centers. These have all the food your seeds need to start them off. It's like buying special food for babies!

How to do it

1. Fill a seed tray almost to the top with potting soil and level the surface. Water the soil using a watering can with a spray attachment.
2. Sprinkle the seeds on the surface. Cover them with a thin layer of soil. Use a spray to moisten the soil without disturbing the seeds.
3. Cover the seed tray with a clear cover or plastic wrap to protect the seeds. Put the tray in a warm, lighted place. Label the tray.

Growing bigger!

Keep a careful eye on your new seedlings. Don't let the soil dry out.

Answer the following questions about the passage “Seed Sowing.”

29 What does the author suggest you do when sowing seeds in cool climates?

- A sow the seeds indoors at first
- B water the seeds less often than usual
- C use special potting soil for the seeds
- D find a place in the sun to sow the seeds

30 What should you do if there are stones where you would like to sow seeds?

- A wet the stones
- B remove the stones
- C plant extra seeds
- D feed the seeds

31 What is the passage **mainly** about?

- A how to plant seeds
- B why people should grow seeds
- C where to buy seeds
- D how long it takes for seeds to grow

32 Which sentence from the passage is a simile?

- A “Some seeds need darkness to sprout.”
- B “Sprinkle the seeds on the surface.”
- C “It’s like buying special food for babies!”
- D “Keep a careful eye on your new seedlings.”

33 How are bold-faced words used in the passage?

- A to list materials
- B to show directions
- C to explain new vocabulary
- D to introduce information with headings

34 Read the sentence below from the passage.

Cover the seed tray with a clear cover or plastic wrap to protect the seeds.

Which meaning of the word clear is used in this sentence?

- A open
- B empty
- C shining brightly
- D easily seen through

Write your answer to Question 35 on a separate piece of paper.

35

The author of this passage tells about a project you can do at home or school. Explain whether or not you would enjoy this project and why. Use details from the passage to support your response.





You may want to go back and check your answers or answer questions you did not complete.



GRADE

4

Appendix I

Scoring Support Materials

Nevada

Grade 4

READING

Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	DOK
1	C	C2	1
2	A	C2	2
3	A	C2	2
4	B	C2	2
5	A	C2	2
6	D	C2	2
7	*	C2	3
8	D	C3	2
9	A	C3	2
10	B	C3	1
11	C	C3	2
12	C	C3	1
13	A	C1	2
14	*	C3	3
15	D	C1	1
16	B	C1	1
17	D	C1	1
18	D	C1	1

Item Number	Correct Answer	Content Cluster	DOK
19	B	C1	1
20	A	C1	1
21	A	C1	1
22	C	C1	1
23	D	C2	1
24	D	C2	2
25	A	C2	2
26	D	C2	2
27	A	C2	2
28	B	C1	2
29	A	C3	1
30	B	C3	1
31	A	C3	2
32	C	C3	1
33	D	C3	1
34	D	C1	2
35	*	C3	3

* Indicates a written-response item. See the following pages for the rubrics and examples of responses.

Detailed objectives for Content Standards and Depth of Knowledge (DOK) descriptions can be found on the Nevada Department of Education Website.

Question 7

Score	Description
3	Student provides a complete explanation of whether or not the act will be as funny the second time he does it and why. Response is supported with details from the passage.
2	Student provides a limited explanation of whether or not the act will be as funny the second time he does it and why. Response is supported with limited details (number or quality) from the passage.
1	Student provides a minimal explanation of whether or not the act will be as funny the second time he does it and why. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample Three-Point Response:

I don't think the act will be as funny the next time Bumpo does it. What made it funny the first time was that it was all an accident. When he was running so fast that he couldn't stop, so he tipped over a bucket of balls that tripped him, that was an accident. So then the elephant picked him up, and put him in the middle of a cart of dogs, and that was an accident, too. When he sat in the middle of the ring with his head in his hands, he was really sad, but the kids thought it was a joke. If he tried to do it over again the same way, it would seem less real, so it wouldn't be as funny.

Question 14

Score	Description
3	Student provides a complete explanation of whether or not the chart helps the reader understand the passage and why. Response is supported with details from the passage.
2	Student provides a limited explanation of whether or not the chart helps the reader understand the passage and why. Response is supported with limited details (number or quality) from the passage.
1	Student provides a minimal explanation of whether or not the chart helps the reader understand the passage and why. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample Three-Point Response:

The chart did help me understand what I read. It's hard to imagine something that is 35,000 feet deep without seeing a picture of it or something. I know a little bit about Mt. Everest, and I know that it is really high. The chart shows that the trench is so deep that Mt. Everest could fit all the way inside it. There would even still be water over it. So when I looked at the chart, the passage made more sense to me.

Question 35

Score	Description
3	Student provides a complete explanation of whether or not he or she would enjoy the project and why. Response is supported with details from the passage.
2	Student provides a limited explanation of whether or not he or she would enjoy the project and why. Response is supported with limited details (number or quality) from the passage.
1	Student provides a minimal explanation of whether or not he or she would enjoy the project and why. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample Three-Point Response:

I don't really think I would enjoy this project. It seems hard to do and a little boring, too. I don't really know if I live in a place that's cold enough that I would have to start the plants indoors. Digging and raking the soil sounds more like work than something fun. I wouldn't like that I would have to keep an eye on the soil to see if it dries out. The passage doesn't really explain how much water they need, so I might do it wrong and drown the plants. It seems like you might have to wait a long time to see if the seeds were going to work. Sorry, I just think other things sound more fun.



GRADE

4

Appendix II

Administrative Support Materials

Nevada

Grade 4

READING

Name: _____

Answer Document

Reading

1.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)
3.	(A)	(B)	(C)	(D)
4.	(A)	(B)	(C)	(D)
5.	(A)	(B)	(C)	(D)
6.	(A)	(B)	(C)	(D)
7.	Written Response			
8.	(A)	(B)	(C)	(D)
9.	(A)	(B)	(C)	(D)
10.	(A)	(B)	(C)	(D)
11.	(A)	(B)	(C)	(D)
12.	(A)	(B)	(C)	(D)
13.	(A)	(B)	(C)	(D)
14.	Written Response			
15.	(A)	(B)	(C)	(D)
16.	(A)	(B)	(C)	(D)
17.	(A)	(B)	(C)	(D)
18.	(A)	(B)	(C)	(D)

19.	(A)	(B)	(C)	(D)
20.	(A)	(B)	(C)	(D)
21.	(A)	(B)	(C)	(D)
22.	(A)	(B)	(C)	(D)
23.	(A)	(B)	(C)	(D)
24.	(A)	(B)	(C)	(D)
25.	(A)	(B)	(C)	(D)
26.	(A)	(B)	(C)	(D)
27.	(A)	(B)	(C)	(D)
28.	(A)	(B)	(C)	(D)
29.	(A)	(B)	(C)	(D)
30.	(A)	(B)	(C)	(D)
31.	(A)	(B)	(C)	(D)
32.	(A)	(B)	(C)	(D)
33.	(A)	(B)	(C)	(D)
34.	(A)	(B)	(C)	(D)
35.	Written Response			

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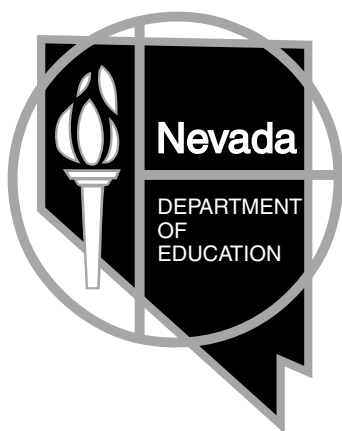
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Keith W. Rheault

Superintendent of Public Instruction

Office of Assessment, Program Accountability, and Curriculum
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